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ABSTRACT

This paper describes an interim evaluation of the Block Schedule Restructuring Program at Governor Thomas Johnson High School in Frederick, Maryland. The program began in the 1992-93 school year, when the school changed from seven 48-minute class periods per day to a block schedule format of four 90-minute class periods. Classes are conducted on a semester basis, with each semester lasting 18 weeks (90 instructional days). The evaluation is based on the first year and a half of program implementation. Student performance on various achievement tests and final course grades have not varied much, but the scores of African American students on the Maryland Functional Tests and scores on Advanced Placement Tests have markedly improved. Student daily attendance and dropout have not changed, but there has been a dramatic reduction in student behavior problems. Perceptions of both students and faculty members regarding the block schedule program are overwhelmingly positive, with nearly 70% of students and 95% of faculty indicating they prefer the new 4-period day. A few procedural problems need to be addressed and additional staff development is needed, but the program appears quite successful to date. Nine tables present study findings.
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EVALUATION OF A HIGH SCHOOL BLOCK SCHEDULE RESTRUCTURING PROGRAM

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ABSTRACT

This paper describes the results of an interim evaluation of the Block Schedule Restructuring Program at Governor Thomas Johnson High School in Frederick, Maryland. The program was begun in the 1992-93 school year, when the school changed from seven, 48-minute class periods per day, to a block schedule format composed of four, 90-minute class periods per day. Classes are conducted on a semester basis, with each semester lasting 18 weeks of the school year, or 90 instructional days. The evaluation is based on data gathered during the first year and a half of program implementation.

Results indicate students' performance on the Maryland Functional Tests, the Frederick County Summative Tests, and various college entrance examinations have remained much the same since implementation of the Block Schedule Program. The distribution of students' final course grades also has remained unchanged. The scores of African American students on the Maryland Functional Tests have shown significant improvement, however, particularly in Mathematics and Citizenship. In addition, scores on Advanced Placement tests have markedly improved, especially in the areas of Composition and U.S. History. Increased numbers of students are taking Advanced Placement tests as well.

Records show student daily attendance and student dropout rates have not changed since the introduction of the Block Schedule Program, but there has been a dramatic reduction in student behavior problems.

The perceptions of both students and faculty members regarding the Block Schedule Program are overwhelmingly positive, with nearly 70% of students and 95% of faculty indicating they prefer the new four-period day to the standard seven-period format.

Although a few minor procedural problems remain to be worked out, and ongoing staff development is needed, the Block Schedule Restructuring Program has thusfar proven quite successful.

SCHOOL DESCRIPTION

Governor Thomas Johnson High School is a comprehensive high school which enrolls just over 1400 students in grades 9 through 12. It is located in Frederick, Maryland, a growing suburban community approximately one hour commute from both the Baltimore and Washington D.C. metropolitan areas. Eighty-seven percent of the students are Caucasian and come from homes of middle or higher economic status. Only 13% of the students qualify for free or reduced lunch benefits, as defined by federal guidelines. The faculty are both highly educated and well experienced. Fifty-seven percent of faculty members have a Masters degree or higher, and 47% have more than 15 years of teaching experience.

PROGRAM DESCRIPTION

Beginning in the 1992-1993 school year, Governor Thomas Johnson High School restructured its class schedule, moving from seven, 48-minute class periods per day, to a block schedule format composed of four, 90-minute class periods per day. Classes are conducted on a semester basis, with each semester lasting 18 weeks of the school year, or 90 instructional days. Students, therefore, can take a total of eight courses each year, although they are enrolled only four at one time. Teachers teach three courses each semester and have a 90_minute planning period each day.

The decision to restructure the school schedule was based on the belief it would provide benefits to students and teachers alike. The hypothesized benefits for students include:

A. The opportunity to take one additional class per year, or four additional classes during their high school career;

B. Increased flexibility in scheduling, which would allow students to accelerate their academic program;

C. Fewer courses to attend to at one time so that learning efforts can be more focused;

D. Increased opportunities for active involvement during the longer classes so that course work is more tailored to individual needs.

For teachers, the hypothesized benefits included:

A. Teaching fewer classes per semester (three instead of six);

B. Increasing planning time each day (90 minutes instead of 48 minutes);

C. Being responsible for fewer students per semester but for longer periods of time, thus allowing teachers to get to know students better.

Jointly these proposed benefits give students and teachers more opportunities for flexible teaching and learning arrangements. They offer the chance for students and teachers to interact more regularly and to develop better personal relationships. They also allow for greater curricular focus and integration. Additional hypothesized advantages include:

A. Higher achievement and more positive attitudes for students;

B. Higher morale and more positive attitudes for teachers.

PURPOSE OF THE EVALUATION

The evaluation plan for the Block Schedule Restructuring Program at Governor Thomas Johnson High School is designed to serve three purposes. First, it is to describe what happened when the school changed to the four period, block schedule. Second, it is to provide information during the course of the evaluation about possible problems in the transition so those problems can be addressed. And third, it is to assess the impact of the innovation mainly in terms of how students and teachers regard the change and are affected by the program.

Because the effects of such a major change are likely to be cumulative, the evaluation is designed to cover a period of three school years. The emphasis in the first two years of the evaluation is to provide formative results (the first and second purpose) and short reports. The final year evaluation is to emphasize Summative results (the third purpose) and provide a final evaluation.

This report is an interim evaluation report which describes results gathered after the first three semesters of implementation of the Block Schedule Restructuring Program. It is based on data gathered before program implementation and during the first year and a half after full implementation.

EVALUATION COMPONENTS AND STRUCTURE

A variety of data sources and types are utilized in this evaluation, both to provide a comprehensive picture of the program and to inform a variety of audiences. The data collected for evaluation purposes include student achievement measures; student records regarding referrals, absentees, and dropouts; faculty, student, and parent surveys; and records from on-site interviews with faculty and students.

Five measures of student achievement are considered. The first is results from the Maryland Functional Tests. These are statewide, basic competency tests that focus on student achievement in the areas of reading, mathematics, writing, and citizenship. Second is results from the Frederick County Summative Tests. These are a series of common examinations administered to students enrolled in various courses at all high schools in the school district. All Summative Tests are based on established course curricula and are multiple-choice in format.

Of particular interest to many parents are results from more advanced, standardized tests. Therefore, the evaluation also considered student enrollment and the results from the Advanced Placement Program, as well the results from several college entrance examinations. These include the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the American College Test (ACT). Finally, grade distributions in various departments and across the school were analyzed.

To determine the effects of the program on other school functions, data also were gathered on student referrals to the office for inappropriate or unacceptable behavior while in school, on student attendance, and on student dropout rates.

Perceptions of faculty members and students regarding the change to the four-period, block schedule program were measured through two surveys and on-site interviews. The surveys include the "Effective Schools Battery Teacher Survey" and the "Effective Schools Battery Student Survey.," These instruments are administered each year as part of a regular effort to compile a school profile report.

In addition, a newly developed "Four Period Day Survey," that addresses issues and concerns directly related to the Block Schedule Restructuring Program, was administered to both faculty and students toward the latter part of the first year of implementation. Finally, on-site interviews with both faculty and students were conducted by the evaluation team in the Spring of the first year of implementation.

EVALUATION RESULTS

Student Academic Achievement

Maryland Functional Tests

The performance of students at Governor Thomas Johnson High school on Maryland Functional Tests has remained stable through implementation of the Block Schedule Restructuring Program. Fluctuations in the pass rate in all subject areas are small and insignificant. The pass rates for the 1991-92 school year, the last year of the seven-period format, and the 1992-93 school year, the first year of the four-period, block schedule format, are shown in Table 1.

Table 1

Pass Rates on the Maryland Functional Tests

Year	Subject			
	Reading	Mathematics	Writing	Citizenship
1991-92	97.1	83.7	95.5	90.7
1992-93	95.9	86.0	94.6	91.3
Change	-1.2	+2.3	-0.9	+0.6

Frederick County Summative Tests

Student performance on Frederick County Summative Tests, or Common Examinations, for courses in mathematics, social studies, and science, also have remained stable. Table 2 shows the average scores of students at Governor Thomas Johnson High School from 1989-90 through 1991-92, the three years the Summative Tests were in use prior to implementation of the Block Schedule Program. Also shown are the average scores of students enrolled in the same courses during the Fall or Spring semesters of the 1992-93 school year, the first year of the four-period format. Comparisons again showed only minor fluctuations.

Table 2

Pass Rates on the Frederick County Summative Tests

Course	Three Year Average 1989-90 / 1991-92	Average 1992-93	Change
American History I H	82%	82%	0%
American History I M	72%	70%	-2%
American History I D	69%	76%	+7%
American History II H	84%	83%	-1%
American History II M	75%	71%	-4%
American History II D	60%	69%	+9%
Biology Honors	87%	88%	+1%
Biology Merit	78%	78%	0%
Biology Directed	62%	63%	+1%
Chemistry Honors	86%	85%	-1%
Chemistry Merit	76%	71%	-5%
Accelerated Pre Calculus	86%	83%	-3%
Pre Calculus	73%	70%	-3%
Accelerated Algebra II	86%	88%	+2%
Algebra II	67%	74%	+7%
Geometry	65%	64%	-1%
Algebra I	73%	70%	-3%
Introduction to Algebra	73%	78%	+5%
General Mathematics I	71%	75%	+4%
General Mathematics II	72%	80%	+8%

A major concern expressed by parents and some faculty in making the transition to the four-period, block schedule was that curriculum coverage would be sacrificed. That is, they believed less material or content would be covered by teachers under the new 90-minute, semester class format than was covered in the standard 48-minute, year-long class format. The consistency in scores on these Common Course Examinations indicates, however, this was not the case. To the degree these course examinations are well aligned with established course curricula, coverage appears to be much the same. Furthermore, because students are enrolled in an additional course each year, total curriculum coverage is likely to be much greater.

Advanced Placement

Results from the Advanced Placement Program show distinct advantages to the Block Schedule Program. As Table 3 illustrates, in the first year of program implementation the number of Advanced Placement tests taken increased by 40%, and the number of students taking tests increased by 30%. In addition, the number of students scoring '3' or higher - the traditional cut-off mark for receiving college credit - increased by 19%. This is a particularly impressive result, especially considering that when a larger portion of students in a school take an AP test, the percent who pass typically goes down.

Table 3

Advanced Placement Program Participation

Index	1991-92	1992-93	Change
No. Tests Taken	212	297	+40%
No. Students Taking Tests	116	151	+30%
No. Students Scoring '3' or >	124	147	+19%

Table 4 shows results from specific Advanced Placement tests. Again, the pass rates of students at Governor Thomas Johnson High School from 1989-90 through 1991-92, the three years prior to implementation of the Block Schedule Program, are compared to current pass rates. The current rates include students enrolled in AP courses in either the Fall or Spring semesters of the 1992-93 school year.

Although these differences are relatively small, that they remained the same or improved is a very positive result, especially when the increased number of students taking the tests is considered. In courses such as calculus where there appears to be a slight decline, for example, 22 students earned credit on the Advanced Placement BC test (the second level test) in the 1992-93 school year, while in previous years the largest number of students to earn credit on this exam was six. The Block Schedule Program, therefore, may contribute to increased success among students taking the Advanced Placement tests.

Table 4

Advanced Placement Tests Results
(Percent of Students Scoring '3' or Higher)

Course	Three Year Average 1989-90 / 1991-92	1992-93	Change
AP Composition	45%	60%	+15%
AP Literature	84%	80%	-4%
AP U.S. History	46%	60%	+14%
AP Biology	43%	45%	+2%
AP Physics	39%	44%	+5%
AP Calculus	73%	66%	-7%

College Entrance Examinations

Students' average scores on the Preliminary Scholastic Aptitude Test (PSAT), and the American College Test (ACT) were unchanged after introduction of the Block Schedule Program. The average scores of students at Governor Thomas Johnson High School on the Scholastic Aptitude Test (SAT), however, were the highest they had been in eight years. As was the case with the Advanced Placement tests, a larger number of students also took these tests.

It should be noted, however, that these tests were administered at mid-year of 1992-93 school year. At that time, students had been involved in the new program for only a couple of months. It is unlikely, therefore, that the Block Schedule Program accounted for this improvement.

Final Course Grades

The final course grade distributions for classes at Governor Thomas Johnson High School are shown in Table 5. These data indicate the distribution of grades has remained much the same with the introduction of the Block Schedule Program. Still, it is important to keep in mind that with the introduction of the new program, students take eight courses per year rather than seven. Hence, these grade were attained under an increased course load for students.

The distribution of grades for each academic discipline also were examined. These showed that grades generally remained stable across all subject areas.

Table 5

School Grade Distributions

Term	Grades					
	A's	B's	C's	D's	F's	GPA
Three Year Average 1989-90 / 1991-92	32%	33%	22%	9%	4%	2.72
Academic Year 1992-93	36%	28%	20%	9%	5%	2.78
Fall Semester 1993-94	36%	27%	19%	9%	8%	2.71

Student Attendance

The daily attendance rate was unaffected by the change to the Block Schedule Program, remaining stable at 92% for the 1992-93 school year and 91% for 1993-94. This represents four consecutive years at this rate, the highest in the school's history.

Student Dropouts

The percent of students dropping out of school remained relatively stable with the implementation of the Block Schedule Program. The dropout rate was 1.6% in the 1991-92 school year, and 1.9% in 1992-93 and the first semester of 1993-94. This slight increase from 1991-92 to 1992-93 represents four additional students in a school with an enrollment of approximately 1400. Furthermore, the dropout rate of 1.9% is the second lowest in the school's history, down from an average of 3.5% during the seven years prior to 1991.

Student Behavior

The evidence on disciplinary actions indicate that student behavior has improved dramatically with the introduction of the Block Schedule Program. While the number of suspensions remained unchanged, the number of referrals to the office decreased by 20%, and for ninth graders, the group which traditionally accumulates the greatest number of referrals, the rate was reduced by 30%. It is believed this reduction in disciplinary actions may be due to the reduction in the time students spend in the hallways, changing classes, which is when many disciplinary problems arise. Under the Block Schedule Program this time is cut nearly in half.

Table 6

Student Disciplinary Actions

Index	1991-92	1992-93	Change
No. of Suspensions	366	364	-1%
No. of Office Referrals	2731	2172	-20%
No. of Office Referrals for 9th Grade Students	1024	721	-30%

African American Student Results

Data on the progress of African American students were gathered from a district-wide report entitled, "Frederick County Public School System -- Progress Report Number 5," and information collected by school personnel. These data are shown in Table 7. Overall, the Block Schedule Program appears to provide distinct advantages to African American students, especially in terms of their performance on the Maryland Functional Tests in mathematics and citizenship, and in the reduction in office referrals. Although there was a slight increase in the dropout rate of African American students, this rate is still less than had been experienced in the two years prior to 1991-92, when the dropout rate for African American students was 5.4% and 6.0%.

Table 7

Results From African American Students

Index	1991-92	1992-93	Change
Pass Rate on the Maryland Functional Tests			
Reading	83.9%	90.9%	+7.0%
Mathematics	46.9%	67.4%	+20.5%
Writing	83.3%	88.1%	+4.8%
Citizenship	65.4%	86.7%	+21.3%
Final Grade Point Averages	2.00	2.06	+.06
Percent on the Honor Roll	13%	11%	-2%
Attendance Rate	86.4%	87.2%	+.8%
Dropout Rate	1.6%	4.1%	+2.5%
Office Referrals	493	422	-14%

Student Perceptions

Data on the perceptions of students regarding the Block Schedule Restructuring Program at Governor Thomas Johnson High School were gathered from two sources. The first was a "Four-Period Day Survey" administered at the end of the first term and again at the end of the first year of implementation. This instrument was developed by a team of administrators and faculty members from the school. The results reported here are from the end of the year survey only. The second source was information gathered during on-site interviews with students conducted by the evaluation team.

Table 8 shows selected results from the Four-Period Day Survey. Student responses to these questions indicate the vast majority believe it is easier to focus on their work under the four-period format, they are able to understand lessons better, and they generally prefer it to the seven-period format.

Table 8

Student Results from the Four Period Day Survey

In terms of both the amount and quality, are you learning more or less under the four-period format?			
	More 49%		Less 11%
Is it easier to focus on school work in the four-period format?			
	Agree 67%		Disagree 20%
Do you understand lessons better in the four-period format?			
	Agree 67%		Disagree 17%
Considering all of your impressions about the four-period day, would you like to remain on the new system or return to the seven-period format?			
	Remain with 4-period 69%		Return to 7-period 12%

During on-site interviews, students shared what they considered to be the major **advantages** of the Block Schedule Program. These include:

1. *The opportunity to take more classes and have more options within a program.* Many students preparing to go to college indicated the seven-period format offered them few options since nearly every period was filled with required courses. The new format allows for greater diversity in a program of studies and permits students to take more elective courses.

2. *More opportunities for individual attention from the teacher.* The longer 90-minute periods allows more extensive interactions between students and teachers. Students have more time to ask questions and teachers have more time to give individualized assistance.

3. *More opportunities to participate in the class.* With more time for discussion, more students have the opportunity to take part and contribute to the class.

4. *Greater diversity in class activities.* Although a few students complained that some teachers simply lecture longer, most indicated the 90-minute class period is used to offer a wider variety of learning activities.

5. *Homework is easier to manage because there are fewer subjects for which to prepare.* Many students mentioned it is easier to keep track of assignments in four classes rather than seven.

6. *More time for experiments and projects.* The 90-minute class period offers more time for students to conduct experiments and work on projects, since a smaller portion of the class is spent in preparation and clean-up activities.

Students also shared what they thought were the major **disadvantages** of the Block Schedule Program. These include:

1. *The lack of diversity in class activities by some teachers.* Several students reported that a few teachers "simply do the same boring things longer."

2. *The lack of adequate counseling.* Students indicated they need better guidance in scheduling courses in order to balance the difficulty of their course load across semesters.

3. *Ill-prepared substitute teachers.* Many students reported that substitute teachers are often confused and uncertain about how to handle a 90-minute class period.

4. *Scheduling Advanced Placement courses.* Several students were concerned about taking an AP course during the Fall semester when AP testing does not occur until Spring.

Teacher Perceptions

Data on teacher perceptions of the Block Schedule Restructuring Program at Governor Thomas Johnson High School were gathered from sources similar to those used for student perceptions. The first was results from a teacher version of the "Four-Period Day Survey," administered at the end of the first year of implementation. Selected results from this survey are shown in Table 9. The second was information gathered during interviews with teachers conducted during a two-day site visit by the evaluation team. This visit took place in the Spring of 1993, the first year of program implementation.

Table 9

Teacher Results from the Four Period Day Survey

In terms of student mastery of important concepts, are your students doing better or worse under the four-period format?			
	Better 64%		Worse 0%
In the four-period format, do your students receive more or less opportunities to think critically and analytically?			
	More 78%		Less 0%
Do you experiment more or less with new instructional approaches under the four-period format?			
	More 85%		Less 0%
Do you believe your teaching effectiveness has improved or declined in moving to the four-period format?			
	Improved 68%		Declined 2%
Considering all of your impressions about the four-period day, would you like to remain on the new system or return to the seven-period format?			
	Remain with 4-period 95%		Return to 7-period 0%

Overall, survey results showed teachers at Governor Thomas Johnson High School have exceptionally positive perceptions of the four-period, Block Schedule Program. Their responses indicate most believe their students are doing better and have more opportunities to think critically under the new format. In addition, the Block Schedule Program affords teachers greater opportunities to experiment with new instructional approaches and work at improving their teaching effectiveness. The vast majority of the teachers report they much prefer the four-period format to the standard seven-period format.

During on-site interviews, teachers discussed what they considered to be additional **advantages** of the Block Schedule Program. These include:

1. *An improved climate in the school.* Because students change classes less often there are fewer disruptions in the school day. Overall, the four-period format seems to provide an environment more conducive to learning.

2. *Better quality work from students.* Because student have more time in class to work on projects and reports, more opportunities to interact with the teacher, and less time in transitions, the quality of their work is greatly improved.

3. *More opportunities to engage students in collaborative projects.* The 90-minute class period allows more time for student groups to be organized and to complete their work.

4. *Fewer textbooks are needed.* Because fewer students are taking a class at one time, fewer textbooks are required, thus reducing costs.

5. *Teachers have fewer students at one time.* Instead of interacting with 150-180 students each day, as is typical with the seven-period format, teachers now interact with 75-90. As a result, they get to know students better and can offer more individualized help when it is needed.

6. *Teachers have more time for collaborative planning.* With a 90-minute planning period each day, teachers have more opportunities to share materials and ideas, address common problems, discuss experiments, and plan collaboratively.

7. *The semester transition helps avoid a mid-year slump.* The change of classes in January, typically a difficult time in the school year, makes this time exciting for both teachers and students.

8. *Dropouts can reenter at mid-year.* The semester system allows dropouts to come back at mid-year and continue their education.

Teachers also shared what they considered to be the major **disadvantages** of the Block Schedule Program. These include:

1. *The county curriculum and course textbooks in many subjects are not designed for 90-minute classes.* Because most curricula and textbooks are developed to fit standard 45-50 minute class sessions, teachers must work hard to adapt these to a 90-minute class format.

2. *More supplies and equipment are required.* The diversity of class activities and longer work periods require more supplies and equipment, especially in courses where student complete projects. This will increase costs.

3. *The short time between semesters makes the transition difficult.* In the first year of implementation, the first semester ended on a Tuesday and the second semester began on Wednesday. A day or two in between, even if it means an adjustment in the school calendar, would allow teachers to be better prepared.

4. *Scheduling Advanced Placement courses.* Teachers shared students' concerns about AP courses taught during the Fall semester when AP testing does not occur until Spring.

5. *New format compels teachers to teach differently.* Teachers need lots of training and new ideas on how to teach effectively in a 90-minute class session.

6. *Difficulties associated with transfers from other schools.* Students transferring into the school from other high schools during the year have a difficult time because of the different curriculum format.

CONCLUSIONS AND RECOMMENDATIONS

The Block Schedule Restructuring Program at Governor Thomas Johnson High School represents a bold initiative on the part of administrators, teachers, students, and parents. It required new perceptions of an effective high school program and new ways of thinking about teaching and learning. It also required extensive collaboration and support from all of the parties involve.

Although several procedural problems remain, available evidence indicates the Block Schedule Program is working quite well. Under the four-period format, student achievement levels have either remained stable or improved. In addition, office referrals have been dramatically reduced, while attendance rates and dropout rates have remained the same. Both of student and teacher perceptions of the Block Schedule Program are highly positive, with nearly all teachers and the vast majority of students indicating their preference for the block schedule, four-period format over the standard, seven-period high school schedule.

The procedural problems that exist require immediate attention, but are not insoluble. To address these problems, the following recommendations are made.

1. *Extended staff development opportunities should be provided for teachers and other instructional staff members to broaden their repertoire of instructional activities and materials.* The 90-minute class period challenges teachers to provide a wider variety of instructional activities than was required in the shorter classes of the standard high school schedule. To meet this challenge, teachers need additional training and access to a wide variety of instructional materials. Such staff development also would allow teaches to make better use of the materials they have and to better align their instruction with established county curricula. To the extent possible, substitute teachers should be given the opportunity to take part in these staff development activities as well.

2. *Guidance personnel, teachers, parents, and students should work together to develop specifications for various course options in order to balance the difficulty of students' course load across semesters.* Such efforts might include the development of an orientation program for students and parents so that a student's program of studies might be planned will in advance.

3. *A brief, but rigorous program of review should be planned for students who take an Advanced Placement course in the Fall but will not take the Advanced Placement test until Spring.* Such a program would allow students more options when planning

their program of studies and would provide for a better balance in course scheduling. Details regarding the scheduling of such a program and the compensation to teachers for teaching in the program would need to be worked out.

4. *The school schedule should be adapted to allow for a weekend between the end of the Fall semester and the beginning of the Spring semester.* This would smooth the transition between semesters, and diminish the burden placed on teachers and students. A teacher planning day scheduled at this transition time would reduce the burden still further.

5. *Specific procedures should be developed to ease the difficulties experienced by students who transfer from other schools.* Although it is likely each case will present unique challenges, plans should be developed to make such transfers as untroubled as possible. Guidance personnel, administrators, teachers, and parents should have input in the development of these procedures.

6. *Procedures should be developed to document the progress and achievement of students in sequential courses.* Under the semester system, students may take the second course in a sequence (e.g. French II) the following semester, a semester later, or a year later. Procedures should be established to gather evidence on the effects of these different scheduling options.

7. *Data should be gathered on changes in students' programs of studies under the Block Schedule Program.* It would be helpful to know, if students are enrolling in more advanced courses, more specialty courses, or more elective courses as a result of the increased options available to them.

8. *Efforts to gather information on the results of the program from administrators, teachers, students, and parents, should continue through the third year of implementation.* To determine if the positive effects of the Block Schedule Program can be sustained, especially with a change in school administrators, it is important the evaluation be continued in the third year of implementation.